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ABSTRACT

This research aimed to determine the job qualifications and opportunities in the special library job market. The study utilized job advertisements appearing in the newsletter of the Special Libraries Association, "SpecialList," in 1992 and 1993. Each advertisement was studied for: (1) type of library; (2) area of expertise; (3) job qualifications including an MLS, foreign language, years of experience, additional degrees, library skills, computer skills and database searching skills; (4) geographic location; and (5) compensation, including salary and benefits. Major findings indicate that the majority of positions required at least an MLS (41.1%), and that a large number of positions require more than one degree (51.0%). The subject area of greatest demand is in the field of science, with 69.9% of advertisements requiring expertise in science and engineering, science and technology or health/biological/life sciences. Experience was almost always necessary (87.7%), management and computer skills were needed (61.6% and 76.0%, respectively), and salaries tended to fall in the $25,001 to $30,000 range. Fifteen tables summarize the data. (Contains 24 references.) (Author/SLD)

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JOB OPPORTUNITIES FOR SPECIAL LIBRARIANS: A CONTENT ANALYSIS OF JOB ADVERTISEMENTS APPEARING IN THE SPECIAL LIBRARIES ASSOCIATION'S NEWSLETTER SPECIALIST IN 1992 AND 1993

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by
Patricia S. Kelly
Spring 1994

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ABSTRACT

The purpose of this research was to determine the job qualifications and opportunities in the special library job market. This study utilized job advertisements appearing in the newsletter of the Special Libraries Association, SpeciaList in 1992 and 1993. Each advertisement was studied for type of library; area of expertise; job qualifications including an MLS, foreign language, years of experience, additional degrees, management/supervisory skills, communication skills, library skills, computer skills and database searching skills; geographic location; and compensation including salary and benefits. Major findings indicate that the majority of positions required an MLS, a large number of positions required more than one degree, the subject area of greatest demand was in the field of science, experience was almost always necessary, management and computer skills were needed, and salaries tended to fall in the $25,001 to $30,000 range.

Master's Research Paper by

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B.S., The Ohio State University, 1990

M.L.S, Kent State University, 1994

Approved by

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I

INTRODUCTION

The job market reflects the state of the economy and the trends within various fields. Many people are interested and influenced by the current job market and the qualifications sought by employers. This includes not only the active job seeker but also perspective students, new graduates, career changers, employees, employers, educators, government agencies, the media, and others.[1] It has a direct effect on one's future goals and expectations. The job market for the special librarian is no exception. In an era of information growth and need, the special librarian's role is changing with new demands and requirements.

According to Robert Russel,[2] in his book Winning the Future, the beginning of the Information Age is 2006 and, as the Information Revolution continues, there are many signs of its impact on the special librarian. One obvious sign is the emergence of new job titles for the special librarian such as information professional, information specialist, intelligence

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[1]Margaret Myers, "The Job Market for Librarians," Library Trends 34 (Spring 1986): 645-666.

[2]Robert A. Russel, Winning the Future: Succeeding in an Economic Revolution (New York: Carol & Graf Publishers, 1986).

professional, chief knowledge officer, and knowledge counselor. The impact is even further emphasized when an organization's growth and success depend on the quality of information used by its decision makers. Thus the person supplying and providing the information plays a critical role in making an organization a productive and useful element in a changing society. By the year 2006, the "special librarian's" role will be that of a partner well aware of information, technology, and need.

The importance of the special librarian began to appear early in the 1980s when Library Journal articles on library school placements and salaries separated "special and other placements" into two distinct categories, "special libraries" and "other information specialties."[3] Today, under the new job titles, the special librarian is interpreted in a broader sense to not only include those who work in the traditional special library but also those who work in the non-traditional information industry. This changing terminology is reflecting the power of information and the need for information professionals. The special librarian in its broader definition is becoming a dominant category in library and information employment.

In the 1992 Library Journal annual placement survey, of the 1914 graduates of American library schools, 37 (19.4%)

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[3]Michael E.D. Koenig, "Education for Special Librarianship," Special Libraries 74 (April 1983): 182-183.

were placed in the special libraries category and 124 (65%) were placed in the other information specialties category - a combined total of 495 (25.9%). In addition, the survey indicated special placement by area of concentration or specialty, and of the 1914 graduates, 754 (39.4%) entered into a specialty environment.[4] The job market for special librarians deserves attention. While some studies have looked at various segments of the market such as Stroyen's study[5] on the health science market and Perry's study[6] on the for-profit sector, Tobi A. Brimsek[7] examined all types of special librarian positions as advertised in the Washington Post from 1983-1989. He found that the component requirements in the job advertisements reflect many of the same essential skills found by Koenig,[8] Tees,[9] and Buttlar and DuMont[10] on the

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[4]Fay Zipkowitz, "Placements & Salaries 1992: Few Graduates But Salaries Climb," Library Journal (15 October 1993): 30-36.

[5]Sue Stroyen, "Qualifications Sought by Employers of Health Sciences Libraries, 1986," Bulletin of the Medical Library Association 75 (July 1987): 209-213.

[6]Patricia Malone Perry, "Employment Opportunities in For-Profit Special Libraries: Simmons College Position Postings 1985-1989," Science & Technology Libraries 12 (Fall 1991): 123-133.

[7]Tobi A. Brimsek, "Washington DC Special Library Job Requirements: An Analysis of *Washington Post* Job Advertisements 1983-1989," Special Libraries 82 (Winter 1991): 123-133.

[8]Koenig, 182-196.

[9]Miriam H Tees, "Graduate Education for Special Librarians: What Special Librarians Are Looking for in Graduates," Special Libraries 77 (Fall 1986): 190-197.

[10]Lois Buttlar and Rosemary DuMont, "Assessing Library Science Competencies: Soliciting Practitioners Input for Curriculum Design," Journal of Education for Library and Information 30, no. 1 (Summer 1989): 3-18.

education for special librarians. These studies show the impact of technology by including online searching and computer skills in the list of essential requirements.

Much of the research in the area of job qualifications and opportunities has largely focused on the academic and library job market as a whole. Current research focusing on the special library job market is needed to track the trends in the kinds of knowledge, skills, and experience required in today's market. One way to track these trends is to look at job advertisements which state the qualifications necessary to succeed in a position.

Purpose of the Study

The purpose of this study is to examine special librarian positions utilizing job advertisements to determine the job qualifications sought by employers.

Definition of Terms

This study defined the term special librarian as those who serve industry, business, research, medical/healthcare, educational and technical institutions, special departments of public and university libraries, newspapers, museums, and all organizations requiring or providing specialized information.

Limitations of the Study

This study was limited to the positions advertised in one source, SpeciaList. Therefore, the findings are not necessarily generalizable to all special library positions.

II

REVIEW OF THE LITERATURE

A review of the literature indicates a number of studies assessing the library job market and the impact of demographic, economic, social, and technological changes. Through job advertisements, researchers have tracked the trends within the field of librarianship.

Camille Cote[11] analyzed job advertisements posted at the McGill Graduate School of Library and Information Studies in Quebec from May 1987 to June 1988. She found four general skills that were mentioned most often--computer, communication, management (budgeting and planning), and supervisory skills.

Katherine H. Packer[12] studied job opportunities in Canada for professional librarians. From January 1977 to December 1977, she examined Canadian Library Journal, Focus, Feliciter, Ontario Library Review, University Affairs, American Libraries, CRL News, Library Journal, and LJ/SLJ Hotline. Packer also compared job opportunities in Canada and

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[11]Camille Cote, "The Library Job Market as Seen from Quebec," Canadian Library Journal (June 1989): 165-168.

[12]Katherine H. Packer, "A Study of Job Opportunities in Canada for Professional Librarians," Ontario Library Review 63 (March 1979): 4-11.

the United States. Packer discovered that the majority of jobs were in university libraries and that cataloging was the skill most often required. Extensive experience was required as well as administrative and computer skills.

Roma M. Harris and K. Joanne Reid[13] also analyzed job advertisements in Canada in the 1980s. They found a strong relationship between the elective courses of students and the skills reflected in the job advertisements. In particular, they found that advertisements showed an increasing emphasis on computer expertise which was consistent with the number of students enrolled in such classes.

Finally, Mary T. Kim[14] conducted a study on job openings in public, academic, and special libraries in Ohio from 1976 to 1980. She analyzed jobs advertised in Library Journal, College & Research Libraries, American Libraries and Ohio Library Opportunities. She concluded that 100 to 110 professional job openings were listed annually in the state of Ohio.

While the above researchers evaluated all advertisements, other researchers have focused on advertisements aimed at a

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[13]Roma M. Harris and K. Joanne Reed, "Career Opportunities in Library and Information Science: An Analysis of Canadian Job Advertisements in the 1980's," Canadian Journal of Information Science 13 (September 1988): 17-29.

[14]Mary T. Kim, The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Kent, OH: Kent State University, 1981. ERIC, ED 207 606.

specific type of librarian. Monique V. Mason[15] analyzed job advertisements for academic librarians in American Libraries from January 1989 through March 1990. Mason concluded that while most required previous experience, 31% were entry-level positions; nearly half the positions were in cataloging or reference; 95% required an MLS degree; and the salaries offered were in the $20,001-$25,000 range.

Joyce C. Wright[16] conducted a study of job advertisements for both public and academic library positions. From 1980 through 1984, she analyzed positions posted in American Libraries, College & Research Libraries and Library Journal. She found that the greatest number (67.2%) of advertisements were in the area of academic librarianship, that most positions were at the non-administrative level, that ALA accredited master's degree was the standard, that a second master's degree was required in 18.1% of the positions (mostly academic), that the majority of advertisements came from the South and Midwest, and that the average salary was $17,500 and the lowest $9,000.

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[15]Monique V. Mason, "Job Opportunities for Academic Librarians: An Analysis of the Job Advertisements Appearing in *American Libraries* January 1989 to March 1990" (Master's research paper, Kent State University, 1990).

[16]Joyce C. Wright, "Job Opportunities for Academic and Public Librarians: 1980-1984," Journal of Library Administration 9, no. 2 (1988): 45-58.

Michele Valerie Cloonan and Patricia C. Norcott[17] looked at job advertisements in the field of preservation librarianship from 1975 through 1987. The publications examined were Abbey Newsletter, American Libraries, Chronicle of Higher Education, College & Research Libraries News, and Conservation and Administration News. Cloonan and Norcott discovered that preservation librarians performed administrative duties, possessed an MLS, and the majority of the time were receiving less pay than subject specialists and department heads.

Patricia Malone Perry[18] showed employment opportunities in for-profit special libraries by analyzing position postings at Simmons College, Boston from 1985 to 1989. She found that positions in the field of science and engineering dominated, part-time positions had increased 58%, the average salary for full-time positions was $28,460, online searching skills were demanded, and 40% required previous library experience.

Sue Stroyen[19] looked at qualifications sought by employers of health science librarians. She analyzed job advertisements that appeared in MLA News in 1986. She concluded that the majority of employers (75%) wanted an

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[17]Michele Valerie Cloonan and Patricia C. Norcott, "Evolution of Preservation Librarianship as Reflected in Job descriptions from 1975 through 1987," College & Research Libraries 50 (November 1989): 646-656.

[18]Perry, 123-133.

[19]Stroyen, 209-213.

applicant with an ALA accredited master's degree and an increasing number asked for an MLA certification, particularly for administrative positions. In addition, online bibliographic training or experience continues to be the leading qualification sought by employers followed by communication skills.

Jack Duffy, Boris Raymond, and Richard Apostle[20] used advertisements from the Globe and Mail to develop a taxonomy of information jobs and analyze the relationship between the taxonomy and the success rate of applicants holding MLS degrees. They discovered a low employment rate of MLS degree holders in their sample of advertised information-type jobs. They concluded that to compete effectively in this job market, a much higher level of computer experience is necessary.

Finally, Tobi A. Brimsek[21] examined job advertisements for special librarians in the classified section of the Washington Post from 1983 to 1989. Brimsek found that an MLS was required 70% of the time, 50% of the advertisements required previous experience and skills such as language, subject expertise, and online searching were also wanted by employers.

In addition, a number of studies have focused on the education of the special librarian in order to determine what

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[20]Jack Duffy, Boris Raymond and Richard A. Apostle, "Librarians, Information and the 'Non-Traditional' Job Market," The Canadian Journal of Information Science 14 (March 1989): 12-26.

[21]Brimsek, 40-44.

employers, what practitioners, and what library schools regard as important qualifications. This issue is now more important than ever as a changing society increases the need for and support of the special librarian/information professional.

Michael Koenig[22] conducted a survey among special librarians/information officers in twenty-eight major firms. He found respondents rated the following courses as important: online searching (83%), specialized reference (76%), general reference (69%), programming (56%), and management/administration (55%). In addition he found those respondents with MLS degrees placed a stronger emphasis on courses in programming and computer science while the other respondents stressed abstracting/indexing and reference. He concluded that library schools must revise their core requirements and emphasize courses in the areas of information science/information technology and management.

Miriam Tees[23] surveyed 452 special librarians to identify what they wanted in new graduates. Her results were similar to Koenig's with reference skills (95.3%), online searching skills (85.6%), and computer skills (81.7%) ranking high on the list of essential skills. Tees found communication skills to be considered the most important. Speaking, writing, communicating to staff, and conducting

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[22]Koenig, 182-196.

[23]Tees, 190-197.

reference interviews were at the top of the list.

Lois Buttlar and Rosemary DuMont[24] assessed the competencies needed by new graduates by surveying the alumni of the Kent State University School of Library and Information Science. Those respondents working in a special library rated the following competencies as essential: knowledge of bibliographic tools (83.1%), searching online databases (79.7%), conducting reference interviews (70.4%), written communication skills (68.6%), and interpersonal skills with patrons (67.6%). They also found that the more experienced special librarians rated communicating effectively in writing much higher than beginning special librarians.

Marion Parks and Herbert White[25] surveyed the heads of 108 special libraries and information centers in an effort to identify their expectations and opinions about library education. They were unable to identify a core curriculum for special libraries since working environments are often quite different. However, they did identify a list of recommended courses for large and medium sized special libraries. The course list for medium libraries was significantly longer indicating little time for on-the-job training and the desire for experienced productive workers.

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[24]Buttlar and DuMont, 3-18.

[25]Marion Parks and Herbert White, "Mixed Signals and Painful Choices: The Education of Special Librarians," Special Libraries 77 (Fall 1986): 207-212.

In a world of information and technology, society is placed in an ever-changing environment. As the literature shows, requirements in the field of librarianship often fluctuate and change with time. This research will add to the above by analyzing the current special librarian job market.

III

METHODOLOGY

This study is an analysis of job advertisements that appeared in SpeciaList in 1992 and 1993 to assess the qualifications sought in the special librarian job market. The ads were analyzed as to type of library, job qualifications (degree, experience, expertise, and skills including database searching), benefits and salary levels, and geographic location.

SpeciaList, the newsletter of the Special Libraries Association, was analyzed because the Association's journal, Special Libraries, does not contain job advertisements. Not all libraries carry SpeciaList; however, all members of SLA receive it on a monthly basis. Non-members may also subscribe to the publication and single copies may be ordered from the Special Libraries Association.

The procedure to gather data was modelled on that employed by Katherine Packer[26] and Monique Mason.[27] All the advertisements appearing in SpeciaList during the period under study were photocopied, cut-up, and individually affixed to a

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[26]Packer, 9.

[27]Mason, 10.

sheet of paper.

Coding for the individual advertisements was accomplished with the use of a predetermined coding sheet (see Appendix A) by recording the appropriate code number on the same sheet of paper as the advertisement.

The data was analyzed to determine the percentage of occurrences of each variable in various categories (See Coding Sheet in Appendix A).

The type of library included Association/Non-Profit/Foundation, Consulting Firm, Corporate/Company, Hospital/Healthcare/Medical, Law Library/Firm, Technical/Science Library, Academic Library/Special Department, and Other. Determination of these categories was derived from Tobi Brimsek's[28] study and the job advertisements themselves.

Educational degees were coded as follows: MLS only, MLS plus specialized bachelor's, MLS plus subject master's, MLS plus PH.D, MLS or other degree, specialized bachelor's only, subject master's only and no degree mentioned.

Amount of experience required or preferred included the following: entry level or no experience required, one to five years of experience, over five years of experience, and experience required or desired but specific number of years not mentioned.

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[28]Brimsek, 41.

The following were coded as to whether specified or not specified: area of expertise/knowledge; management/supervisory skills which included any administrative duties; communication skills which included oral, verbal, written, and interpersonal skills; computer skills which included microcomputer applications; and language skills other than English either spoken or written.

Database searching skills included the following online services: DIALOG, BRS, ORBIT, Westlaw, LEXIS/NEXIS, Medline, OCLC and other. The general category of CD-ROMS was also included because of their widespread use and increase in availability. The advertisements were coded for database/online searching skills required but no specific service mentioned and also were coded if no database searching skills were specified.

Library skills were coded for reference, cataloging which included technical service, collection development which included selections and acquisitions, and library instruction/training. In addition, research whether specified or not was coded. The area of research included the use of the term as it referred to reference or publication.

Compensation included both salary and benefits. Salary ranges were divided by increments of $5,000. The categories ranged from $15,000 and less to $50,001 and more. If a range was given, the minimum amount was used for coding purposes. If no salary was given numerical amount not designated was

used. The advertisements that specified salary as negotiable or commensurate with experience were placed in a separate category. In addition, whether a benefits package was specified or not was coded.

Geographic location was based upon the four regions developed by the United States Bureau of Census[29] in addition to a category for foreign countries. The four US regions are:

Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New York, New Jersey, Pennsylvania, Rhode Island, and Vermont.

Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Ohio, and Wisconsin.

South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Oklahoma, Tennessee, Texas, Virginia, and West Virginia.

West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

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[29]U.S. Bureau of the Census, Statistical Abstracts of the United States: 1993 (113th edition) Washington DC, 1993.

IV

ANALYSIS OF DATA

A total of 146 job advertisements appearing in SpeciaList from January 1992 to December 1993 were analyzed. The majority (77, or 52.7%) of these positions were in a special department of an academic setting especially in the science/engineering, science/technology and science (biological, life, physical) departments. In addition, many of these positions were in foundations, institutes and research and development centers associated with the universities. Of the remaining positions 31(21.2%) were in a corporate setting, 11(7.5%) in a non-profit agency, association or foundation, 8(5.5%) in a technical library, 4(2.7%) in a consulting firm, 3(2.1%) in a hospital, 3(2.1%) in a law library and 9(6.2%) in other libraries such as museums and newspapers (See table 1).

One to five years of experience was required in 61(41.8%) of the positions advertised. Most employers required over two years of experience with many wanting five years. Fifty-seven (39.0%) specified experience but did not specify a number of years. Eighteen (12.3%) of the advertisements were placed in the category of no experience and no advertisements stated entry-level (See Table 2).

Table 1. Positions Advertised by Type of Library

Library (n=146)	f	%
Academic	77	52.7%
Corporate/Company	31	21.2%
Association/Non-profit/Foundation	11	7.5%
Consulting Firm	4	2.7%
Technical	8	5.5%
Law	3	2.1%
Hospital/Medical	3	2.1%
Other	9	6.2%
Total	146	100.0%

Table 2. Number of Years of Experience Required

Years (n=146)	f	%
No experience mentioned	18	12.3%
One to five years	61	41.8%
Over five years	10	6.8%
Number not specified but experience required or desired	57	39.0%
Total	146	100.0%

Over three-fourths (113, or 77.4%) required a subject background or area of expertise (See Table 3). Specialization/expertise was determined by the type of degree(s) or type of experience wanted. Of the 113 advertisements, 87.6% were in the top five areas with a science or business background being the areas of greatest demand (See Table 4).

Table 3. Area of Expertise Required

Expertise (n=146)	f	%
Specified	113	77.4%
Not specified	33	22.6%
Total	146	100.0%

Table 4. Top Five Areas of Expertise

Area (n=146)	f	%
Health/Biological/Life Sciences	36	31.9%
Business	22	19.5%
Science & Engineering	19	16.8%
Computer Technology	12	10.6%
Science & Technology	10	8.8%
Total	99	87.6%

The vast majority of the positions advertised (120, or 82.2%) required a Master of Library Science degree. Fifty-five positions (37.7%) required more than one degree. Nineteen positions advertised (13.0%) mentioned no degree. (See Table 5) Many of the job advertisements that stated varying levels of qualifications such as required, desired, or preferred were coded for the highest level of qualification wanted. In addition, those advertisements that stated a degree or equivalent experience were coded for the type of degree.

Table 5. Distribution of Educational Degrees Required

Degree (n=146)	f	%
MLS only	60	41.1%
MLS plus Specialized Bachelor's	30	20.5%
MLS plus Subject Master's	19	13.0%
MLS plus Ph.D in Library Science	5	3.4%
MLS or other degree	6	4.1%
Specialized Bachelor's only	4	2.7%
Two Specialized Bachelor's	1	.7%
Subject Master's only	1	.7%
Specialized Bachelor's or Subject Master's	1	.7%
No degree mentioned	19	13.0%
Total	146	100.0%

A relatively high percentage of positions (90, or 61.6%) called for some forms of management/supervisory skills (See Table 6). This included terminology such as managing, supervising, administrating, developing and planning, budgeting, fundraising, implementing, coordinating, and marketing.

Table 6. Management/Supervisory Skills Required

Management Skills (n=146)	f	%
Specified	90	61.6%
Not specified	56	38.4%
Total	146	100.0%

Communication skills were coded for whether a position explicitly stated communications skills (oral, written or interpersonal) necessary. This occurred in 68 of the 146 (46.6%) advertisements (See Table 7).

Table 7. Communication Skills Required

Communication Skills (n=146)	f	%
Specified	68	46.6%
Not specified	78	53.4%
Total	146	100.0%

Although society has become more diverse and multicultural, languages other than English (spoken or written) were only required in 14(9.6%) positions (See Table 8). Of these fourteen, many just specified foreign language competency while others included such languages as Japanese, French, Spanish, Russian, and German.

Table 8. Language Skills other than English Required

Language Skills (n=146)	f	%
Specified	14	9.6%
Not specified	132	90.4%
Total	146	100.0%

In this age of technology, computer skills were specified in 76.0% (111) of the advertisements (See Table 9). Computer skills encompassed a wide range of areas from microcomputer applications to networking to database searching skills.

Searching skills were given their own category to determine the type of services required and whether searching skills were required but no specific service mentioned and whether no requirements were mentioned at all. The use of CD-ROMs was required most often (12, or 8.2%) while 43.8% (64) of the advertisements did not specify any needed searching skills (See Table 10). Most positions required knowledge of more

Table 9. Computer Skills Required

Computer Skills	(n=146)	f	%
Specified		111	76.0%
Not specified		35	24.0%
Total		146	100.0%

Table 10. Requirement of Searching Skills by Type of Service

Service	(n=146)	f	%
CD ROM		12	8.2%
DIALOG		8	5.5%
OCLC		8	5.5%
LEXIS/NEXIS		7	4.8%
STN		5	3.4%
MEDLINE		3	2.1%
ORBIT		3	2.1%
WESTLAW		2	1.4%
BRS		1	0.7%
DataTimes		1	0.7%
BESTLINE		1	0.7%
BIOSIS		1	0.7%
CA Search		1	0.7%
DataStar		1	0.7%
NLM		1	0.7%
TOXNET		1	0.7%
VUTEXT		1	0.7%
Dow Jones		1	0.7%
RLIN		1	0.7%
Specific service not mentioned		63	43.2%
No service of skill mentioned		64	43.8%

than one service. With the increasing developments in theSuperhighway, INTERNET and networks, skills in this area were only mentioned in less than 10 (6.8%) of the job advertisements.

Reference ability (100, or 68.5%) was the library skill of greatest demand followed by collection development (72, or 49.3%), library instruction/training (51, or 34.9%), and finally cataloging (15, or 49.3%) (See Table 11). The majority of the positions required more than one of the above skills. Those positions requiring cataloging were for the most part positions as catalogers. Almost all of the academic positions required the librarian to act as the liaison with the faculty in that particular area. Other skills included abstracting/indexing and preservation/archival. The term research was used in a vague sense referring to reference, reports, and publications. It was often difficult to determine how this qualification was employed. Thus it was coded for specified and not specified with 42.5% (62) using the term research as a necessary skill (See Table 12).

The Northeast has the highest percentage 33.6% (49) of job vacancies followed by 23.3% (34) in the Midwest (which includes Ohio) and the South and West both having 19.2% (28). Only 4.8% (7) jobs were in foreign countries (See Table 13).

Table 11. Library Skills Required

Skill (n=146)	f	%
Reference	100	68.5%
Cataloging	35	24.0%
Collection Development	72	41.3%
Library Instruction/Training	51	34.7%

Table 12. Research Skills Required

Research Skills	f (n=146)	%
Specified	62	42.5%
Not specified	84	57.5%
Total	146	100.0%

Table 13. Geographic Location of Positions Advertised

Location (n=146)	f	%
Northeast	49	33.6%
Midwest	34	23.3%
South	28	19.2%
West	28	19.2%
Foreign	7	4.8%
Total	146	100.0%

Thirty-seven (25.3%) of the job advertisements did not give a salary amount and 37 (25.3%) stated negotiable or commensurate with experience (which included the instruction to send salary requirements). Thus, a little over half of the job advertisements did not give an amount. The $25,001 to $30,000 range encompassed the next largest number of advertisements (26, or 17.8%) with most falling at the higher end of the scale. When a range was given the minimum amount was coded. No salary was below $15,000 and only one was over $50,001 (See Table 14). Benefits were offered in 66 advertisements, only 45.2% of the time. This included whether the benefits were enumerated or not (See Table 15).

Table 14. Salary Levels

Levels (n=146)	f	%
Below $15,000	0	0%
$15,001-20,000	1	.7%
$20,001-25,000	10	6.8%
$25,001-30,000	26	17.8%
$30,001-35,000	17	11.6%
$35,001-40,000	10	6.8%
$40,001-45,001	4	2.7%
$45,001-50,000	3	2.1%
$50,001 and up	1	.7%
Negotiable or commensurate with experience	37	25.3%
Numerical amount not designated	37	25.3%
Total	146	100.0%

Table 15. Benefits Specified in Advertisements

Benefits	f (n=146)	%
Specified	66	45.2%
Not specified	80	54.8%
Total	146	100.0%

V

CONCLUSION

Because the special library job market encompasses many areas it was difficult to develop a coding form that would adequately represent all types of positions. Many positions were in libraries outside of what is typically considered a special library as is evident by the fact that over half of the positions posted in SpeciaList are in an academic setting. Of the 146 positions over three-fourths required a subject background or area of expertise. The area of greatest demand was in the fields of science followed by a background in business.

Most positions required experience, with one to five years requested 41.8% of the time. No positions were entry-level; although eighteen of the advertisements were placed in the category of no experience, by reading the job qualifications and expertise one could assume that experience was necessary to succeed in such a position. The vast majority of positions advertised required an MLS and 37.7% required more than one degree often relating to a subject area of expertise. Although some positions did not mention a degree, it was evident that a degree of some type was required.

Management/supervisory skills were on the rise indicating the desire for the librarian to take on more roles and responsibility outside the skills closely associated with the library such as reference, cataloging, collections and instruction/training. In addition, many of the positions were for directors, managers and heads. Communication skills were only required 46.6% of the time; however, job advertisements seemed to employ this terminology less often, yet qualified candidates are still expected to possess these skills.

Computer literacy was an area of great demand. Over three-fourths of the advertisements required knowledge in the use of current technology from software to networking to solving technical problems. Knowledge of a particular database service varied greatly depending on the type of position. Knowledge in the use of CD-ROMS was requested most often in the positions posted.

Although 43.8% of the job advertisements did not explicitly state the need for searching skills, the types of libraries and qualifications required lead the researcher to believe that these skills were either assumed or would be necessary in the not too distant future.

Openings appeared to be available in all geographic areas with most concentrated in the Northeast. The majority of salaries were in the $25,001 to $30,000 range, usually falling towards the higher end of the scale. Many advertisements gave a salary range indicating compensation for experience and expertise.

APPENDIX

CODING FORM

EDUCATIONAL DEGREES
- 1 MLS only
- 2 MLS plus Specialized Bachelor's
- 3 MLS plus Subject Master's
- 4 MLS plus PH.D
- 5 MLS or other degree
- 6 Specialized Bachelor's only
- 7 Subject Master's only
- 8 No degree mentioned

EXPERIENCE
- 0 Entry-level, no experience mentioned
- 1-5 Years specified
- 6 Over five years
- 99 Number not specified, but experience required or desired

LOCATION
- 1 US Northeast
- 2 US Midwest
- 3 US South
- 4 US West
- 5 Foreign Country

SALARY
- 1 Below $15,000
- 2 $15,001-20,000
- 3 $20,001-25,000
- 4 $25,001-30,000
- 5 $30,001-35,000
- 6 $35,001-40,000
- 7 $40,001-45,000
- 8 $45,001-50,000
- 9 $50,001 and up
- 10 Negotiable or commensurate with experience (salary requirements)
- 11 Numerical amount not designated

BENEFITS
- 1 Specified
- 2 Not specified

AREA OF EXPERTISE
1 Specified
2 Not specified

TYPE OF LIBRARY
1 Association/Non-Profit/Foundation
2 Consulting Firm
3 Corporate/Company
4 Hospital/Healthcare/Medical
5 Law Library/Firm
6 Technical/Science Library
7 Academic Library/Special Dept.
8 Other

MANAGEMENT/SUPERVISORY SKILLS
1 Specified
2 Not specified

LANGUAGE OTHER THAN ENGLISH (SPOKEN OR WRITTEN)
1 Specified
2 Not specified

COMMUNICATION SKILLS
1 Specified
2 Not specified

COMPUTER SKILLS
1 Specified
2 Not specified

DATABASE SEARCHING SKILLS
1 DIALOG
2 BRS
3 ORBIT
4 Westlaw
5 LEXIS/NEXIS
6 Medline
7 OCLC
8 CD-ROMS
9 Other
10 Specified--no specific service
11 Not specified

LIBRARY SPECIFIC SKILLS
1 Reference
2 Cataloging
3 Collection Development
4 Library Instruction/Training

RESEARCH/PUBLICATION
1 Specified
2 Not specified

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